

tants. The interest of that visit has been not a little increased by the position and character of the statesmen and other able and accomplished gentlemen constituting the Prince's suite. The presence of General BRUCE—holding the responsible office of Governor to the Prince—could not fail to awaken pleasing recollections in the minds of many hundreds in Canada. General Bruce is known to be a younger brother of the Earl of Elgin; and he was, as Colonel Bruce, Lord Elgin's private secretary when Governor General of Canada. As no one Governor ever contributed so much to settle the system of constitutional government, develop the resources, and form the municipal and educational institutions of Canada as Lord Elgin, so no officer holding the office of Col. Bruce did, or perhaps could have done, so much as he did to second his noble brother's exertions, and, by his courtesy, kindness, and ability, to secure the respect and affection of all who ever had intercourse with him. The success and advancement of both Lord Elgin and General Bruce since their official connexion with Canada ceased, is no less gratifying to the people of this country than it is honorable to themselves and to Her Majesty's imperial government.

A prominent feature of the Prince's tour in the British Provinces has been his welcomes by the minstrel voices of thousands of children, and his numerous personal visits to educational institutions and his liberal remembrance of them since his departure. [See page 144.]

The Addresses and Replies delivered on the occasion of these visits form a very interesting collection. We here insert them, together with a brief account of the visits themselves. We have also inserted an account of those more important official acts of His Royal Highness, especially the act of inaugurating the Victoria Bridge, and in laying the corner-stone of the Parliament Buildings, which were special objects of the visit of the Prince of Wales to Canada.

PORTRAIT OF THE PRINCE OF WALES.

The following is a description of the appearance of the Prince of Wales, taken from a London paper:—The Prince, although youthful looking, is a well proportioned and certainly a pleasant looking young man. He is about medium height, and of fair complexion, with brown hair, and particularly brilliant hazel eyes. He has much about the formation and character of his face, and particularly in its prevailing expression, which reminds one of his august mother. His manner is easy and self-possessed.

The New York *Herald* thus describes his personal appearance:—The Prince stands about five feet six inches in height, is slender in form, having a narrow head, intelligent face, large handsome eyes, small mouth, large nose, retreating chin, complexion rather dark, boyish appearance, and generally resembling his mother at about the time of her coronation. He is very graceful in his movements, unostentatious and affable.

The correspondent to the Toronto *Leader* thus describes him:—The Prince is mild and amiable looking; resembling the Queen more than his portraits represent. His complexion is fair; his hair light; his eye steady and bright; and his whole demeanor simple and natural. He overdoes nothing; and bows much less frequently than the Queen in response to the acclamations of the people. His demeanor is precisely what any gentleman might wish that of his son to be. Without looking overjoyed by the demonstrations of which he was the object, his features bore marks of contentment and tranquil satisfaction, as if he were well pleased with the whole world. The Prince is only 19 years of age.

EDUCATION OF THE PRINCE OF WALES.

In order to give additional interest to the following account of the progress of the Prince of Wales through these Provinces, we add a few extracts from a sketch of the process of education of His Royal Highness, prepared by an English author, F. Williams, Esq. If Her Majesty did not discover the "royal road to learning," she and Prince Albert ingeniously invented a near approach to it for the amusement and instruction of the earlier years of the Prince of Wales. The plan pursued is worthy of attention. Mr. Williams says:

After the birth of Queen Victoria's first son, Albert Edward, the circumstances attending the education and career of former Princes of Wales underwent special review. The Queen, whose education under an admirable mother, had fitted her to perform with equal grace her regal and domestic duties, appeared to feel the obligations imposed upon her by this important connection with the nation she had been called to govern, and with profound solicitude Her Majesty directed the nurture of the Heir Apparent, and addressed herself to the consideration of the best available means for assisting his physical and mental development. Retrospection showed the inefficiency, as well as insecurity, of the methods of instruction in the greatest repute. Buchanan had succeeded, after infinite painstaking, in making his pupil but an indifferent pedagogue—a less scholastic and more religious tuition made his grandson a still more indifferent monk. Indeed, it can safely be asserted that this mode of education

produced two of the worst kings that ever disgraced a throne. Bishops have not been more successful than less distinguished tutors. Dr. Brian Dupper, saintly character though he was, produced the profligate Charles II.; and although three prelates, Drs. Ayscough, Hayter, and Thomas, succeeded in making a far more creditable pupil of George III., it was well known that, notwithstanding the possession by the latter of many kingly attributes, his mind had been kept too completely in a groove to render his intelligence sufficiently expansive to understand the requirements of the people of England. The important question of morals gave from the same sources anything but assuring replies. Indeed the royal road to knowledge had been beset by as many seductions as obstacles; so that, from a consideration of the past, it was scarcely possible to secure an education for the Prince that should render him a wise king, a sound scholar, or a good man. Nevertheless, those who were most deeply interested in the subject, felt assured, that, by unceasing vigilance and devoted affection, they should be able to exhibit to England and to the world, a Prince of Wales every way qualified to be pronounced worthy of his position. Mr. Gibbs, the first instructor selected, enjoyed the confidence of the Prince Consort, and having from him accepted what was both a distinction and a trust, he applied himself to the fulfilment of his duties with the fullest sense of the responsibility it imposed. The royal pupil must be induced to learn, not forced; and therefore it became necessary to make his studies agreeable to him. With this object he commenced his educational course by exciting the attention of the Prince in a manner that could not fail of affording him entertainment. He told the Prince an amusing tale, or related some ludicrous anecdote. The Prince evinced the usual boyish enjoyment of humour, and constantly made fresh demands on the imagination and the memory of his instructor, perfectly unconscious that while he laughed he learned. Some useful truths having thus been inculcated, and a desire for more general information excited, the Prince was encouraged to acquire knowledge by personal observation. The master and pupil proceeded together to examine the ordinary phenomena of Nature, and explanations were given of what was not quite intelligible to the latter, in the same felicitous manner.

Fair progress became evident in other directions—not by making a toil of pleasure, but by doing exactly the reverse. The Prince of Wales learned to draw with facility, and was encouraged to render the accomplishment useful.

Having by this time arrived at a period when impressions of a more serious nature might with advantage be given to his mind, it was arranged that the Prince should take a tour in what is known as the Lake district of England. Among the gentlemen selected to attend him, was Dr. Armstrong, of the Royal Navy, who had been Surgeon and Naturalist of H. M. S. *Investigator*, that had been sent in search of Sir John Franklin, and had remained five years blocked up in the polar ice. Dr. Armstrong was frequently appealed to for tales of Arctic adventure; but, during the tour in Cumberland and Westmoreland, these interesting narratives had to be varied by explanations of the geology of the district through which the Prince was passing. He descended into mines and climbed mountains, with equal eagerness; collected specimens of the rocks and metals; sketched the scenery; inserted in his journal an account of the day's adventure, or wrote home a narrative description of everything he had seen worthy of relation, together with such traits of individual character as had come under his observation.

The tour was most successful; for with useful knowledge the Prince gained health and strength. He was not robust; indeed, was of a frame and constitution that sedentary habits would have made feeble; but climbing on foot over the mountains, or riding fearlessly upon his pony along the moors, was a bracing exercise that hardened his muscles and strengthened his lungs.

The next tour made by the Prince of Wales was a foreign one. He already knew the general features of some of the most interesting portions of his native land. From Osborne he had enjoyed frequent explorations of the beautiful Isle of Wight; from Balmoral had penetrated to the wildest and most picturesque district of the Highlands. This early familiarity with the charms of nature, his skilful preceptor had turned to profitable account, and the mind of the pupil had expanded with the field of observation so brightly and pleasantly extended before him. Now it was considered expedient by his careful guardians to introduce to him an entirely new set of images.

As the tour included highly interesting portions of Germany, France and Switzerland, the geological information that could thus be conveyed was of a singularly suggestive nature. Very pleasant, indeed, was knowledge so obtained; and the solid advantages the mind of the Prince received were much increased by the zealous attentions of Mr. Gibbs to realize the greatest amount of profit from other instructive lessons that formed a part of the day's study.

The result of this tour was even more satisfactory than the preceding. It could easily be seen, by the reports sent home, and the